

**A STUDY ON THE TECHNIQUE USED BY THE TEACHER IN  
TEACHING VOCABULARY FOR THE EIGHT GRADE STUDENTS AT  
SMP TARUNA ISLAM AL-KAUSAR KRAKSAAN - PROBOLINGGO**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG**

**2020**

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**THESIS**

**This thesis is submitted to meet one of the requirements to achieve Sarjana  
Degree in English Language Education**



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**2020**



**PRODI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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**SURAT KETERANGAN**

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Vocabulary for The Eight Grade Students at Smp Taruna Islam Al-Kausar  
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Demikian surat keterangan ini dibuat, agar digunakan sebagaimana semestinya.

Malang, 4 Juni 2020  
Ketua Prodi,

**Bayu Hendro Wicaksono, M.Ed., Ph.D**

## **Motto and Dedication**

When my prayers are answered, I am happy because it was my wish. When my prayers are not answered, I am even more happy because that was Allah wish.

## **DEDICATIONS**

This thesis is dedicated to:

My beloved parents, Mr. Hadi Handoko and Mrs. Hasiami.

My two beloved sisters Amaliah Rofita and Nuriza Fauziah.

Dra. Thathit Manon Andini, M.Hum and Triastama Wiratmaja, S.S., M.Si.



### **AUTHOR'S DECLARATION OF ORIGINALITY**

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ISLAM AL-KAUSAR KRAKSAAN - PROBOLINGGO**

**ABSTRACT**

English is an International and important language to communicate with people around the world. English as a foreign language requires sufficient vocabulary in listening, reading, writing, and speaking skills. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write well. There are two techniques concerning the teaching of vocabulary, those are visual technique and verbal technique.

This research has three research problems, those are: (1) What are the techniques used by the teacher in teaching vocabulary for the eighth grade students at SMP Taruna Islam Al- Kausar Kraksaan? (2) What are the difficulties in implementing the technique in teaching vocabulary for the eighth grade students at SMP Taruna Islam Al- Kausar Kraksaan? (3) How does the teacher solve the problem of the technique in teaching vocabulary for eighth grade students at SMP Taruna Islam Al-Kausar?. The result of the research was elicited from the interview and observation at SMP Taruna Islam Al-Kausar. The researcher choose an English teacher who teach eighth grade as research subject.

Based on the interview and observation results, the researcher found that the teacher used visual technique in teaching vocabulary for the eighth-grade students at SMP Taruna Islam Al- Kausar Kraksaan. Moreover, there were five problems faced by the teacher,; those are students' crowdedness, students did not bring dictionary, students' lack of vocabulary, the distraction of students' attention, and students' boredom. The teacher did some ways to solve those problems; those are making the rules, asking students to borrow dictionary to the next class, asking students to open dictionary, limiting students' work time, and giving the students a suggestion.

**Key words:** *English, vocabulary, teaching, technique, student, visual technique, verbal technique*

Advisor I,

Researcher,

Dra. Thathit Manon Andini, M.Hum

Faizza maulida

## ACKNOWLEDGEMENTS

Praise and gratitude be to Allah, the most gracious, the most merciful, the lord of universe, for giving the strenght and guidance for the writer, so that this paper finished thoroughly. Peace and blessing be upon Prophet Muhammad SAW who has guided us from the darkness to the lightness.

First of all, the writer would like to express the deepest gratitude to the first advisor, Dra. Thathit Manon Andini, M.Hum and the second advisor, Triastama Wiratmaja, S.S., M.Si., for their guidance, worthy advices, motivation and help to revise the mistakes during the entire process of writing this thesis.

Moreover, she would like to dedicate this research to her beloved parents, Mr Hadi Handoko and Hasiami for the praying, advising, taking care of her, for taught her to think positive and always remember and trust to Allah.

The last but not least, the writer would like to thank to all of English Language Education Department lecturers for the best years in writer's life. Moreover, thank to Akhmad Iskandar, S.Pd., as the Headmaster of SMP Taruna Islam Al-Kausar, Mrs. Lailatul Maghfiroh, S.Pd., as the English teacher the eighth grade students of SMP Taruna Islam Al-Kausar and her beloved friends Dwi Linda Alvenah ,Jenny Floridha, Dunniya, Mita Kita, Neni Purwati, Cindi Puspita, and Milda Navisha for their support, encouragement, love, care and pray so that the writer can finish this thesis. Hopefully Allah SWT will give them in return all of the good things that have been given to the writer.

Malang, April 07<sup>th</sup>, 2020

The researcher,

Faizza Maulida

## TABLE OF CONTENTS

APPROVAL .....	i
Motto and Dedication.....	iii
AUTHOR’S DECLARATION OF ORIGINALITY .....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS .....	vii
LIST OF APPENDICES .....	ix
CHAPTER I: INTRODUCTION.....	2
1.1 Research Background .....	2
1.2 Research Problem .....	4
1.3 Research Objectives.....	5
1.4 Scope and Limitation .....	5
1.5 Research Significance.....	6
1.6 Definition of Key Terms .....	6
CHAPTER II LITERATURE REVIEW .....	7
2.1 Teaching English .....	7
2.2 Teaching English at Junior High School .....	8
2.3 Vocabulary .....	9
2.4 Teaching Vocabulary .....	13
2.5 Materials of Teaching Vocabulary .....	15
2.6 Technique of Teaching Vocabulary.....	16
2.6.1 Technique of Teacher-Centered Activity.....	16
2.6.2 Technique of Student-Centered Activity .....	20
2.7 Difficulties of Teaching Vocabulary .....	21
2.8 Solve Problem of Teaching Vocabulary .....	22
CHAPTER III RESEARCH METHOD.....	22
3.1 Research Design .....	22
3.2 Research Subject.....	23
3.3 Data Collection .....	23
3.3.1 Technique and Instrument.....	24
3.3.2 Procedure .....	27
3.4 Data Analysis.....	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	29
4.1 Findings.....	29
4.1.1 The Teaching technique Used by the Teacher in Teaching	



Vocabulary for the Eighth Grade Students at SMP Taruna Islam Al-Kausar Kraksaan .....	30
4.1.2 The Difficulties of the Technique in Teaching Vocabulary for the Eighth Grade Students at SMP Taruna Islam Al-Kausar Kraksaan.....	32
4.1.3 How the Teacher solves the Problem of the Technique in Teaching Vocabulary for Eighth Grade Students at SMP Taruna Islam Al-Kausar Kraksaan .....	35
4.2 Discussion .....	37
CHAPTER V CONCLUSION AND SUGGESTION .....	38
5.1 Conclusion.....	38
5.2 Suggestions.....	39
REFERENCES	
APPENDICE	



## **LIST OF APPENDICES**

APPENDIX 1: Transcript of Interview

APPENDIX 2: Field Notes

APPENDIX 3: Interview Guide



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## APPENDIX 1

### Transcript of Interview

This interview session was conducted by the researcher and one of the English teachers who teach vocabulary of eighth grade students at SMP Taruna Islam Al-Kausar Kraksaan on January 31, 2020.

- Researcher : “What kind of technique that you use in teaching vocabulary at eighth grade of SMP Taruna Islam Al-Kausar?”.
- Teacher : “I use visual technique”.
- Researcher : “Why did you choose that technique to teach vocabulary?”
- Teacher : “Because by using this technique, the class will seem livelier and feel more fun for students. Besides, students really like things that are funny, so by using this technique, students will be happier and excited about learning”
- Researcher : “How is the implementation of the technique that you use in teaching vocabulary at eighth grade of SMP Taruna Islam Al-Kausar?”
- Teacher : “I usually play games. I have plans for an upcoming meeting to hold a game using a flashcard. The flashcard contains a verb and then one of the students demonstrates the vocabulary on it such as running, jumping, and reading. After that, the other students guessed the vocabulary of the movement.”
- Researcher : “Are there problems that arise from the student or the technique in teaching vocabulary?”.
- Teacher : “The problem is that I have difficulty controlling students because many students are crowded by themselves”.
- Researcher : “How does the teacher solve the problem that arises in the technique of teaching vocabulary?”
- Teacher : “The solution is I make some rules, like don’t speak up when you won’t answer and if you want to ask or want to answer a question, you have to raise your hand first. So more or less, these rules help the activity in the class”.

## **APPENDIX 2**

### **Field Notes**

#### **Observations**

This observation section was conducted by researcher on February 01, 03, and 04, 2020 of eighth grade students at SMP Taruna Islam Al-Kausar Kraksaan.

#### **Observation 1**

Before starting the class, the teacher opened the class by greeting and praying together. Afterward, the teacher reviewed the material last week; it was about simple present tense. The teacher asked a question about simple present tense to students to find out how far students remember and master the last week's material. Furthermore, the teacher proceeded to the next material, which is simple present continuous tense.

The teacher explained the simple present continuous tense material in detail, it was started from the definition, formula, and the examples of simple present continuous tense, all explained by the teacher in detail so that students were able to understand and master the material given. Besides that, the teacher did not forget to explain in detail about the use of verb-ing to students. After finished with all material explanations, the teacher continued the learning activities by making a game.

Students may follow this game on the condition that students must bring a dictionary, for those who did not carry were required to borrow from the next-door classmates. The game was that the teacher provided the vocabularies of verbs in English and Indonesian and would appoint one of the students to demonstrate the vocabularies of verb in front of the class. The vocabularies of verbs provided by the teacher were only known by the teacher and students who were appointed to demonstrate it.

The rules of the game were students must raise their hands first to answer, and students must answer it by making simple present continuous tense sentence from the demonstrated

vocabulary. Students who successfully answered correctly would get additional grades. In this section, there were several students who wanted to answer the question and raised their hand but take long time to answer it. They looked a little confused and accosionally the teacher told them to open a dictionary. After the game was finished, the teacher repeated the vocabulary that was demonstrated in the game so that students were able to remember and memorize the vocabulary.



## Observation 2

The second observation was holding on February 03, 2020. As usual, before starting the lesson the teacher said a greeting and prayed together. The teacher continued the previous material; it was about simple present continuous tense. The teacher repeated and explained the previous material so that students became more understanding and mastering the material. After completing the explanation, the teacher assigned the students to translate some Indonesian sentences into English. The teacher dictated a few Indonesian sentences as follows:

1. Tono sedang mencuci mobil.
2. Mery sedang membantu ibunya di dapur.
3. Murid-murid sedang duduk dibangku.
4. Saya membutuhkan sebuah payung karena ini sedang hujan.
5. Saya sedang berbicara dengan seseorang lewat telpon.

The teacher only gave 10 minutes to students to do the assignment. After time ran out, the teacher and students made corrections together. The teacher wrote the answers on the board while giving the explanations and the students corrected their answers respectively. Furthermore, the teacher gave assignment again, student musts look for 3 activities of people who were outside the classroom with 3 different people then made sentences from these activities using the simple present continuous tense formula with only 10 minutes of work time. After the time ran out, teacher approached the students to correct the assignment and gave scores to all the results of the student's work today. Before the lesson ended, the teacher gave homework and it would be collected at the next meeting.

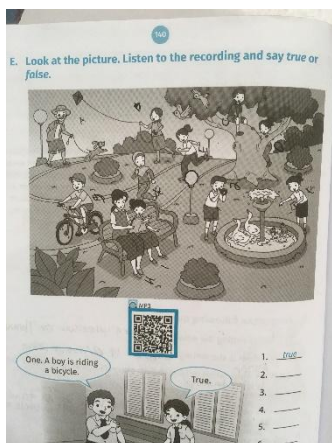




### Observation 3

For the last observation has been done on February 4, 2020. The material was still the same as the previous material; it was simple present continuous tense. At the previous meeting, the teacher gave homework, it was time to correct it together, and the teacher gave the score. After finishing correcting together, the teacher gave a new assignment to the student, namely working on the questions in the student worksheet. In the worksheet, there were several pictures of activities carried out by humans and from these pictures; students were required to make sentences using present continuous tense.

In this section, there were many students did not do the assignment, the researcher asked one of the students there why she did not do the assignment. Her answer was because she felt bored with this monotonous activity, she and her other students did it almost every day. After everything was finished, the teacher corrected each student's work to give grades, and then the teacher gave feedback or suggestions. Moreover, the teacher also promised that there would be an interesting game in the next meeting. The students cheered up and several of them asked the teacher about what game it would do, they felt curious and enthusiastic about the next meeting.



### **APPENDIX 3**

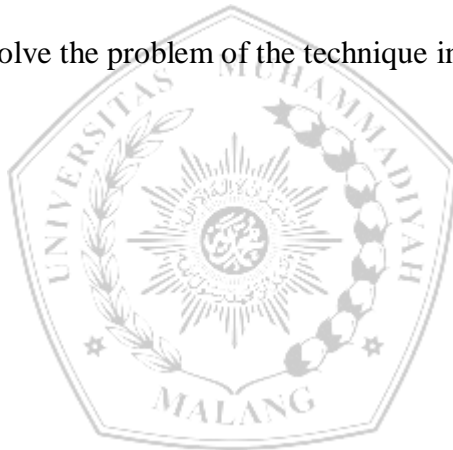
#### **Interview Guide**

Name : Faizza Maulida

Place : SMP Taruna Islam Al- Kausar Kraksaan

Interview : Teacher

1. What are kinds of technique that you use in teaching vocabulary at eight grade students of SMP Taruna Islam Al- Kausar?
2. Why you choose those technique to teach vocabulary?
3. How are the implementation of technique that you use in teaching vocabulary at eight grade of SMP Taruna Islam Al- Kausar?
4. Are there problems that arise from the student or the technique in teaching vocabulary?
5. How do the teacher solve the problem of the technique in teaching vocabulary?





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**LEMBAR HASIL CEK PLAGIASI**

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

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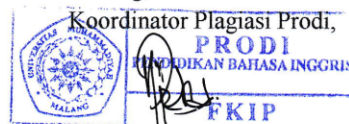
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